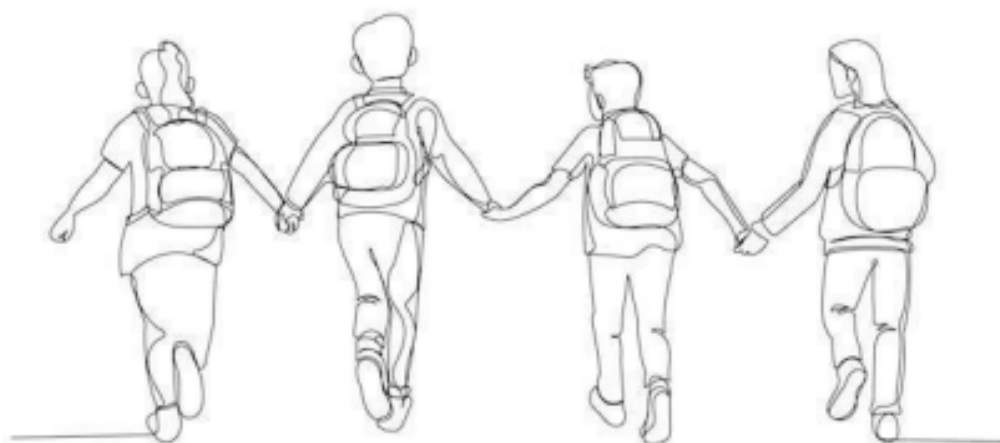


MODULE 2

INTERCULTURAL AND INCLUSIVE EDUCATION



PRACTICAL APPLICATION

ACTIVITY ON EMPATHY: SIMULATION

This activity aims to encourage reflection, develop empathy, and understand the impact of communication and raise awareness of power dynamics in pedagogical interactions. It's a direct, fun, and engaging experience exploring how communication can be difficult in the absence of verbal language and when the "social or hierarchical superiority" of one of the people involved in the communication is misused, without considering the potential impact.

OBJECTIVE

Feed the child apple puree, as instructed by the activity facilitator.

TARGET

Educational agents, especially those working with early childhood (0 to 3 years old).

Peer groups of 2 + 1 facilitator

MATERIALS

Apple purée (without pieces)
Teaspoon
Glass of water (optional)
Feeling log sheet
Instruction sheet for the facilitator

DURATION

1h

KEYWORD

Empathy; trust; experiencing a new perspective; emotional learning

DESCRIPTION:

Distribution of roles and materials: one person takes on the role of the child and the other the role of the educator, whose objective is to feed the child with applesauce.

Each participant receives a chair and a sheet of paper to record their emotions and feelings after each phase of the activity.

The "educator" must feed the "child" following the instructions provided by the activity facilitator, as described below:

1. Both are sitting, face to face; the educator is at the child's level, looks into their eyes and talks to them while feeding them.

2. The educator is standing and feeds the child sitting down, from top to bottom — forcing the child to keep his head up (which makes swallowing difficult and tends to cause food refusal). 3. The educator feed the child while talking to a friend or using your cell phone, ignoring the child — who, in turn, tries to get attention.

4. The child refuses food (because he doesn't like it, he's not hungry or he has a stomach ache) and the educators understand the reasons of this refusal.

5. The child refuses food, but the educator insists on feeding her, without trying to understand the reasons for the refusal.

Notes: All participants should record their impressions, feelings, and comments after each phase. They should first share these within their peer group and then as a larger group.

Impact: this activity is interesting because it allows us to see that, the same action is perceived and experienced differently depending on the role assumed(child or educator).

MULTISENSORY MUSICAL INSTRUMENT

This activity proposes a creative and collaborative approach to musical instrument learning, integrating visual, auditory, and tactile resources. Through the presentation of images and sounds, participants are invited to discover the instrument's characteristics in a sensory and playful way. Then, in pairs, they draw, paint, and assemble three-dimensional models of the instruments, stimulating artistic expression and individual creativity.

OBJECTIVE

Familiarization with a musical instrument in a multisensory way;
Stimulate creativity and individual expression;
Promote collaboration and musical expression in groups;
Value the cultural dimension of the instrument

TARGET

Children, young people, and families participating in intercultural activities

Less confident or shy parents (with support from the cultural mediator)

DURATION

Variable depending on the context (estimated: 1 to 2 sessions)

MATERIALS

Images of the instrument ; Audio recordings ; Paper or cardboard ; Paints and brushes ; Glue and scissors ; Protective varnish
 Simple materials for building instruments (e.g., rice, plastic bottles)

KEYWORD

Artistic expression; Interculturality; Cultural mediation; Cooperative work; Multisensory learning; Appreciation of culture of origin.

DESCRIPTION

The facilitator introduces a musical instrument, showing images of it and playing recordings of the sounds it produces. This multisensory approach helps participants familiarize themselves with the instrument visually and aurally.

Participants are then divided into pairs. Each pair, guided by the facilitator, begins drawing the instrument.

- The drawing process begins with outlining the instrument's different parts. Depending on the complexity of the shapes, this outline can be drawn on paper or cardboard. After completing the outlines, the pairs choose colors to paint the instrument. The color choice is inspired by the instrument's sound and each participant's personal perception, encouraging creativity and individual expression.
- After drawing and painting the parts, participants begin assembling their instruments. The cut-out pieces are carefully glued together to create a three-dimensional model. Finally, a protective varnish is applied to give the instrument a finished look and feel.

Note: During the activity, music from the chosen instrument plays in the background to maintain an engaging and culturally rich atmosphere.

These instruments can be used in group exercises, where participants practice playing rhythms together, promoting collaboration and musical expression.

The role of the cultural mediator is to support communication (translation if necessary), encourage participation, especially from shy or less confident parents, help explain the cultural value of the activity, and connect it to families' experiences.

Impact: The activity fosters an inclusive and creative environment, encouraging active participation from all. Involvement in the artistic and collaborative process helped develop participants' self-esteem and confidence, especially those who were more shy or had communication difficulties. The joint construction of instruments and group rhythmic practice encourage cooperation, mutual respect, and the strengthening of community bonds.

HUMAN VOICES

Listen to an episode of the stories featured on Spotify, on the Human Voices page. These stories feature various challenges faced by migrants and refugees. This activity aims to promote reflection and empathy.

OBJECTIVE

Raise awareness of the challenges faced by migrants and refugees.

TARGET

Young people from 16 years old

MATERIALS

Sound Column

DURATION

30m

KEYWORD

Reflection, Empathy and Social Awareness

DESCRIPTION:

In a calm and peaceful environment, the facilitator invites participants to choose one of the stories from Spotify - Human Voices (<https://open.spotify.com/show/18cxvoeOlhyiRx7CGwiKEP>) and note their feelings. After listening, the facilitator should encourage a shared reflection based on the following questions:

- How did you feel?
- Have you ever thought about this issue?
- Do you know anyone who is in this situation?
- What can we do, as a society, to help these people?
-

Suggest movies:

- Swimmers
- I, Captain - enter synopsis
- The story of us
-

All of us -What if, far from the tensions surrounding identity issues and the fear of the "other," we showed other realities? What if we told stories of bold citizens who, aiming for a harmonious life among people of different beliefs, reinvent family, education, social relationships, culture, work... And this despite the existing difficulties and tensions? What if, thanks to these stories gathered from the four corners of the planet, we began to see the emergence of what could be the multi-identity, yet harmonious, world of tomorrow? What if we all participated?

INTERCULTURALITY AND CULTURAL DIVERSITY

This activity aims to promote attitudes of respect and appreciation among all people, encouraging participants to recognize the importance of treating each individual with dignity. It also seeks to raise awareness of the existence of differences, whether cultural, social, or individual, highlighting that this diversity contributes to the enrichment of the group. At the same time, it aims to promote equality in interpersonal relationships, creating an inclusive school environment where everyone feels welcomed, recognized and valued.

OBJECTIVE

Contribute to the deconstruction of stereotypes related to cultural diversity, aiming to ensure respect and social inclusion

TARGET

Young people from 15 years old

MATERIALS

Computer
Projector
Video
Printing the questions on A3
Post-its
Pens

DURATION

1h30

KEYWORD

Interculturality, Diversity, Equality

DESCRIPTION:

Initially, we begin by clarifying and distinguishing the concepts of “Cultural Diversity” and “Interculturality”, asking participants:

- What do you understand by these two concepts and how do they manifest themselves in your daily life?
- How do you feel about different cultures and your own, and whether you recognize any prejudice towards people from a different culture;
- How would you deal with a situation involving a schoolmate?

Then, the “Mohsin” video .

After viewing, there should be a sharing of what was seen and reflection, as a group, on the messages conveyed.

It is also suggested that questions be asked to facilitate reflection:

- What did you think of Mohsin's story, as portrayed in this documentary? What aspects of this video resonated with you most? What do you think of Portugal as a host country for migrants and refugees? How can we improve the way migrants and refugees are welcomed in Portugal?

Next, the group is divided into groups of four to five members. Each group is given an A3 sheet of paper, and two questions are written on it (divide the sheet in half and write the questions one on each side). Each group is also provided with a set of post-its where the answers to the questions are placed:

- What are the benefits of interculturality and cultural diversity? How can we benefit from these benefits?
- How can we promote a culture of respect and inclusion in society, including in the school context?

5) At the end, there should be a reflection based on the participants' responses.

CULTURE IN POSTERS

This activity aims to provide moments of sharing and reflection among all participants, creating a space for open and enriching dialogue. At the same time, it seeks to stimulate creativity and critical thinking regarding cultural diversity, encouraging everyone to value different perspectives and recognize the richness that comes from the encounter between cultures.

OBJECTIVE

Contribute to the deconstruction of stereotypes related to cultural diversity, aiming to ensure respect and social inclusion.

TARGET

Young people from 15 years old

MATERIALS

Cardboard/A3 Sheets
Printed Phrases -Phrases
Pencils and markers

DURATION

1 h

KEYWORD

Sharing, Reflection, Creativity, Cultural Diversity

DESCRIPTION:

Firstly, we begin by giving a brief introduction to the concept of “Cultural Diversity” and its importance.

Next, participants are explained that the activity consists of creating a poster to promote awareness and appreciation of the two concepts being reflected upon. To facilitate their creation, young people are asked to share ideas for their posters, such as words, messages, images or symbols that they associate with cultural diversity.

Participants should divide into groups of four to five members.

Each group is given a card/A3 sheet (to create the poster) and a sentence (page) at random, so that they can decipher it and proceed to create the poster taking into account the meaning of the sentence, making the connection to the theme of cultural diversity.

After completing the posters, each group shares the poster and gives a brief explanation of what they intend to convey.

DIVERSITY MURAL

This activity serves to create a visible symbol of diversity, where each young person feels represented and recognized. By valuing everyone's participation, the mural strengthens the sense of belonging and helps consolidate the group's collective identity. Furthermore, it promotes interculturality, allowing different traditions, origins, and cultures to coexist and interact harmoniously, encouraging mutual respect, empathy, and the appreciation of difference as a factor of personal and community enrichment.

OBJECTIVE

Strengthen the group's sense of belonging and collective identity by creating a shared visual product that values artistic expression and promotes collaborative work among all involved.

TARGET

Young people from 12 years old

MATERIALS

Kraft paper or backdrop paper
Paints, brushes, colored pencils, markers
Magazines, fabrics, photos, or other collage materials
Glue, scissors, tape.

DURATION

1h30

KEYWORD

Sharing, Reflection, Creativity, Cultural Diversity

DESCRIPTION:

The class is invited to build a collective mural, designed as a space for expression and sharing.

Each student can draw, paint or paste elements that represent their cultural identity, such as symbols, flags, words, images, fabrics or photographs.

The mural is constructed collaboratively, encouraging dialogue, the sharing of ideas, and mutual support. Once completed, the mural is presented to the school community and families, a moment of sharing that highlights the class's cultural diversity and reinforces a sense of belonging.

Steps:

- 1.Introduction:Present the purpose of the mural and discuss with the class what "cultural identity" represents.
- 2.Planning:Each young person decides what they will represent on the mural and what materials they will use.
- 3.Mural Construction:Practical execution, painting, collage and collaborative assembly.
- 4.Sharing and Reflection:Presentation of the mural to the group, discussion about the choices made and the meaning of each element.

IDENTITY BOOK

This activity encourages each student's artistic and written expression, allowing them to communicate their identity and ideas creatively. Furthermore, it aims to value cultural diversity and individual experiences, helping students recognize and respect differences within the group. Finally, it promotes cooperation and

dialogue in the construction of a collective product, reinforcing a sense of belonging, teamwork, and inclusion for all.

OBJECTIVE

Promote mutual understanding and a sense of belonging within the group, enhancing their cultural identities through the creation of a collective product.

TARGET

Young people from 12 years old

MATERIALS

A4 sheets
Pencils, pens, markers, colored pencils,
glue
Magazines, photos, or other materials for
cutting and pasting.

DURATION

2 hours or two 1-hour sessions

KEYWORD

Identity, Diversity, Cooperation, Expression

DESCRIPTION:

Each participant creates a "chapter" of the book, including their name, origin, personal preferences, important words in their language, and representative drawings or photographs. The chapters are then compiled into a single class book, which will be made available to the school community.

1. **Introduction:** Explain the importance of knowing and valuing each colleague.
2. **Planning:** Each student decides what they want to include in their chapter.
3. **Execution:** Individual creation of pages.
4. **Share:** Each student presents their chapter to the class.
5. **Book Assembly:** Organization of pages in a collective book.

MULTILINGUAL WHEEL

This activity warmly welcomes newcomers, helping them feel welcomed and integrated into the class. It also aims to value the student's native language and culture, recognizing their identity and personal history. At the same time, it encourages peers to interact inclusively, fostering respect, empathy, and a sense of belonging.

OBJECTIVE

Promote acceptance, encouraging respect, inclusion and appreciation of the linguistic diversity of the class.

TARGET

From 6 years old

MATERIALS

Board and Pens/Chalk
or
Scenery paper/Cardstock and markers.

DURATION

1 h

KEYWORD

Reception, Inclusion, Respect

DESCRIPTION

The group sits in a circle and says words from their native language to the newly arrived child/young adult, while the migrant student teaches how to say them in their own language, and vice versa. The words are recorded in the space selected and organized by the teacher.

1. **Introduction:** Explain the purpose of the activity.
2. **Greetings Circle:** Each student says "welcome" in their own language.
3. **Teaching the New Student's Language:** The newcomer teaches a simple word or expression.
4. **Reflection:** Quick chat about the importance of respecting and valuing different languages

MAP OF ORIGINS

This activity helps identify the origins of each student and their family, promoting recognition of the diversity present in the class. It also aims to encourage curiosity and dialogue about different cultures, creating opportunities for sharing experiences and mutual learning. Furthermore, it helps strengthen a sense of belonging and integration.

OBJECTIVE

Promote mutual knowledge, appreciation of origins and cultural diversity within the group.

TARGET

From 6 years old

MATERIALS

Large World Map (printed or digital).

DURATION

1 h

KEYWORD

Diversity, Culture, Integration, Knowledge

DESCRIPTION

Each participant places a pin or sticker on the map indicating their country or city of origin. They then share interesting facts about their country, culture, or traditions. The group is encouraged to ask questions and share similar experiences.

1. **Introduction:** the purpose and importance of cultural diversity.
2. **Placement on Map:** Each student marks their place of origin.
3. **Cultural Sharing:** Each student talks briefly about their place of origin or interesting facts.
4. **Final Reflection:** Discussion about similarities and differences between the countries represented.

BUDDY CLUB (SUPPORT FRIEND)

This activity supports newly arrived students in their daily school life, helping them understand the school's routines, rules, and dynamics. It also aims to foster friendships and collaboration among peers, facilitating the migrant student's social integration. Furthermore, helps to promote understanding and empathy among everyone, strengthening relationships of respect and cooperation within the class.

OBJECTIVE

Facilitate the migrant student's adaptation to the new school, promoting friendship, support and social integration.

TARGET

From 6 years old

MATERIALS

Cards with simple "Buddy" rules (e.g., follow, explain rules, help with language

Agenda or board for recording joint activities

DURATION

KEYWORD

Support, Integration, Friendship, Cooperation

DESCRIPTION:

One or two volunteer colleagues become "sponsors" for the migrant student. They help them understand the school routine, interact with peers, and participate in class activities. This partnership lasts a few weeks and is monitored by the teacher. Volunteers can be rotated each week, allowing the entire class to interact and bond with the new student.

1. **Introduction:** Explain the Buddy's role and rules of interaction.
2. **Buddies Selection:** Choose volunteers or refer trusted students.
3. **Follow-up (during the week):** Buddies support the student in class, breaks and activities.
4. **Reflection:** Conversation about experiences, difficulties and successes of integration.